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ABSTRACT

A brief guide for sixty half-hour adult television lessons, covering subject areas needed for high school equivalency examinations is given. Areas are: Lessons in Reading Interpretation as applied to social studies, science, and literature; Lessons in English--grammar, spelling, usage, and vocabulary; Lessons in General Mathematics--arithmetic, beginning algebra, and beginning geometry. (NF)

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TEACHERS GUIDE FOR THE TELEVISION SERIES--YOUR FUTURE IS NOW

YOUR FUTURE IS NOW consists of sixty half-hour television lessons that cover the subject areas needed for the high school equivalency examinations (GED tests). There are:

- 26 Lessons in Reading Interpretation as applied to social studies, science, and literature
- 17 Lessons in English--grammar, spelling, usage, and vocabulary
- 17 Lessons in General Mathematics--arithmetic, beginning algebra, and beginning geometry

Included within those lessons are:

Information about the high school equivalency certificate and the General Educational Development (GED) tests

Test-taking techniques

Vocabulary development in all areas

PURPOSE

The main purpose of the television lessons and the related textbooks is to help adults to improve their skills in reading interpretation, mathematics, and use of English. A closely related purpose is to encourage adults to take the GED tests, which lead to a high school equivalency certificate. It is also planned that these experiences will build confidence for adults to continue education or training or develop further the skills of learning.

TEXTBOOKS

There are three textbooks--one for the reading interpretation, written by Alice and Eugene Farley; one for the mathematics, written by Shirley Hockett; and one for the correct use of English, written by Murray Rockowitz.

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The books are available from:

Many local bookstores

or

Barron's Educational Series
Post Office Box 8
Woodbury, New York 11797

or

Great Plains National Instructional TV Library
University of Nebraska
Post Office Box 80699
Lincoln, Nebraska 68501

The books are \$10.00 plus \$.75 postage and handling. Residents of New York State must pay \$.70 tax. Residents of Illinois and California must pay \$.50 tax.

The Manpower Education Institute made arrangements with Barron's Educational Series to publish the books, which were specifically developed and written for YOUR FUTURE IS NOW. Each book is closely related to the television lessons in that subject area, covers all the basic content and explanations, and gives additional practice passages and questions, exercises and problems.

TEACHING ADULTS

Experienced teachers of adults already know the importance of motivation. Adults respond when they see the importance of the subject to their lives. Adults appreciate a helpful, concerned, and supportive teacher. Much of the teacher's job is building confidence as well as building skills.

For teachers who have not worked with adults before, the best suggestions are to avoid "talking down" to the adult student, to

show your willingness to help, to be patient with their fears and uncertainty, to be informed and prepared, and to be flexible. Adults already have background from some earlier education and experiences in life and their jobs. On the other hand many have negative feelings about school from previous unsatisfactory experiences. Adults are volunteer students and will stay if they can see value and progress in what is offered.

In the GED preparation each teacher must work out a compromise between the demands of the five subject areas and the needs of his particular adult group. The television lessons and the textbooks will cover the skills required for the GED tests. The needs of the group will be discovered by the teacher in class, in conference with the student, or by some pre-testing. One way to check on the adult's skills in these areas is with the Barron's Preview Examination. This checks all five subject areas, three levels of difficulty, six types of interpretative questions, and all the areas of English and mathematics. The tests are analyzed and each student (or adult center) receives a report of strengths and weaknesses.

TEACHING EMPHASIS

Each teacher works according to his own personality and background as related to the needs of the students. However, experience with those preparing for the GED tests have developed these guidelines:

1. Vocabulary development is important in every subject area. Encourage learning and usage of new vocabulary as a key to easier reading and understanding of ideas. Vocabulary lists are found throughout the textbooks.
2. Concepts or big ideas in each subject area can be stressed.
3. Skills are more important than content. The techniques

of reading and interpreting a passage are needed in three of the test areas. The ability to figure out answers to questions is most important. Naturally, all knowledge of content is helpful, but it cannot replace the techniques of interpretation which are the basis of future learning.

4. Analysis of problems in mathematics or exercises in English is needed to build skill in thinking in these areas.
5. Reading in as many areas as possible should be constantly encouraged.
6. The use of answer sheets and related test-taking skills should be taught.

USE OF TEXTBOOKS WITH THE LESSONS

The lessons of each book are planned to match television lessons. The adult student can gain the most from television and the textbooks by the following plan:

1. Read the lesson in the textbook before viewing the television lesson. The emphasis should be upon learning basic concepts and explanations, the technique or skill, and getting the general idea.
2. View the television lesson. Some students may be able to take notes, but most find this too difficult or too distracting.
3. Discuss the lesson with the teacher. Clear up questions and give further examples or demonstrations as needed.
4. Read the lesson in the textbook after the television lesson. This time the emphasis should be on reading the passages, answering the questions, working the problems, and doing the exercises. This should be started in class with the supervision of the teacher. The amount of practice needed will

vary for each individual.

5. Encourage further work that will supplement and strengthen what was gained from television, textbook, and class.

SPECIAL HELP FOR INDIVIDUALS

Wide differences in background and experience lead to great differences in individual levels of skill. The teacher will have to adjust the program to fit individual needs. The GED tests are generally at tenth grade level of reading difficulty, mathematical problems, and use of English.

The textbooks are planned for early high school level in the beginning lessons, and they progress to average high school level in the later lessons. Adults who experience average success with the textbook materials should be able to pass the GED tests with average scores.

Those who have difficulty with the lessons because they are at basic education level rather than early high school level will need additional help. Perhaps the resources of the adult learning center include materials at basic education level. If not, students can get help from the Barron's Getting Ready books, which are written at fifth to eighth grade level. One book covers reading skills and basic ideas of English grammar and usage. The other deals with arithmetic. Each one provides a gradual transition to high school level using the skills needed for high school equivalency preparation.

You may have some students who can handle the textbook materials without great difficulty. These adults should be encouraged to try materials at average to advanced high school level. These can be found in many ways. Teachers can urge greater reading in the separate topics of each subject area. Barron's How to Prepare series offers

vary for each individual.

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three books that have average and advanced materials. Other specific books are too numerous to mention here, but these adults should be encouraged to expand their reading and to consider future education after passing the tests. About forty percent of the adults who pass the GED tests do go on to higher education or training.

THE TWENTY-SIX LESSONS IN READING

The general aims of the reading lessons are:

1. to develop basic, comprehensive, and interpretation skills
2. to show the techniques of analyzing reading passages and questions on: general theme, finding facts, figuring word meanings, inferences, relationships, author's style and techniques
3. to apply these skills to the areas of social studies, science, and literature
4. to teach the special skills of interpreting social studies, science, and literary materials
5. to prepare for the GED tests in social studies, science, and literature

Lesson

- 1 Introduction to YOUR FUTURE IS NOW
- 2 Basic Reading Skills
- 3 Reading Methods
- 4 Skimming, Scanning, and Reading Carefully--Techniques
- 5 Finding the Main Idea
- 6 Finding Facts
- 7 Figuring Meanings of Words
- 8 Reading to Study and Learn
- 9 Understanding Inferences
- 10 More On Inferences

Lesson

- 11 Logical Relationships
- 12 More on Relationships
- 13 Special Techniques Used by an Author
- 14 Reading Interpretation in Social Studies
- 15 Interpretation of Social Studies Tables and Graphs
- 16 Interpretation of Maps--Techniques and Skills
- 17 Propaganda Techniques and Editorial Cartoons
- 18 Reading Interpretation in Science
- 19 The Scientific Method
- 20 Interpretation of Scientific Tables, Graphs, and Diagrams
- 21 Interpretation of Science and Mathematics
- 22 Reading Interpretation in Literature
- 23 Elements of Literature--Language, Theme, Purpose
- 24 Elements of Literature--Character, Mood, Style
- 25 Poetry and Drama--Special Techniques
- 26 Summary of YOUR FUTURE IS NOW and Information About Tests

THE SEVENTEEN ENGLISH LESSONS

The general aims of the seventeen English lessons are:

1. to develop vocabulary and spelling skills
2. to understand basic ideas of correct and effective English-grammar, usage, and punctuation
3. to improve ability to recognize good grammar and usage in written materials
4. to prepare for the GED test in correct and effective expression

Lesson

- 1 Introduction, Overview, Use of Dictionary
- 2 Vocabulary Building

- 3 Spelling--Basic Ideas
- 4 Spelling--Special Rules and Problems
- 5 Spelling Techniques
- 6 Punctuation--Period and Comma
- 7 Punctuation--Other
- 8 Capitalization
- 9 Introduction to Grammar
- 10 Making Sense of Sentences
- 11 Agreement--Verbs, Subjects
- 12 Agreement--Pronouns, Other
- 13 Problems With Case
- 14 Verbs--Tenses, Forms
- 15 Modifiers
- 16 Usage--Word Confusions
- 17 Usage--Special Problems

THE SEVENTEEN MATHEMATICS LESSONS

The general aims of the seventeen mathematics lessons are:

1. to learn the fundamental ideas and basic skills of arithmetic, algebra, and geometry
2. to improve knowledge and ability to answer questions and to solve problems
3. to prepare for the GED test in general mathematics

Lesson

- 1 Preview, Number Systems, Whole Numbers
- 2 Operations with Whole Numbers
- 3 Operations with Signed Numbers
- 4 Sets, Number Series, Fractions
- 5 Operations with Fractions
- 6 Decimals

- 7 Percent
- 8 Applications of Decimals and Percent to Word Problems
- 9 Word Problems--Measurement
- 10 Algebra--Problem-Solving
- 11 Algebraic Operations
- 12 Ratio and Proportion
- 13 Interpretation of Graphs
- 14 Geometry--Lines and Angles
- 15 Geometry--Plane Figures
- 16 Geometry--Areas and Volumes
- 17 Geometry--Basic Trigonometry

ORDER OF LESSONS

It is necessary that Reading Lesson One be first. Reading Lesson Twenty-Six must be last. The order of lessons must be followed within each of the three areas. However, local television stations will control the order of each subject. It is recommended that all three areas be covered in a week rather than run all of the English, then all of the reading, etc.

From the teacher's point of view, the main need is to follow the order within each subject area. The materials in the textbooks and the television lessons progress from easy to more advanced. Also, later lessons depend on concepts taught earlier.

TEST-TAKING TECHNIQUES

Textbooks and television lessons emphasize the techniques of figuring out answers, using an answer sheet, and other test-taking skills. Students should have opportunities to practice with short tests to reduce fears. Teachers should help with the use of answer sheets, how to mark answers, techniques that plan and save time,

how to make "educated" guesses, and how to apply skills the adults have learned.

FINAL NOTE

Information on the High School Equivalency certificate, GED tests, how to apply, meaning of scores, etc., may be found at the end of each textbook. Adults need information on all these points for reassurance.

